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Assessing self efficacy in pre-registration midwifery students following practical obstetric multi-professional training (PROMPT)

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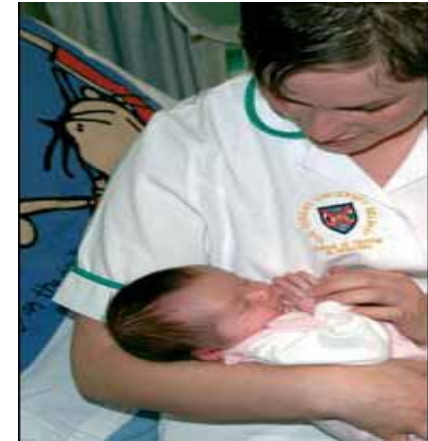


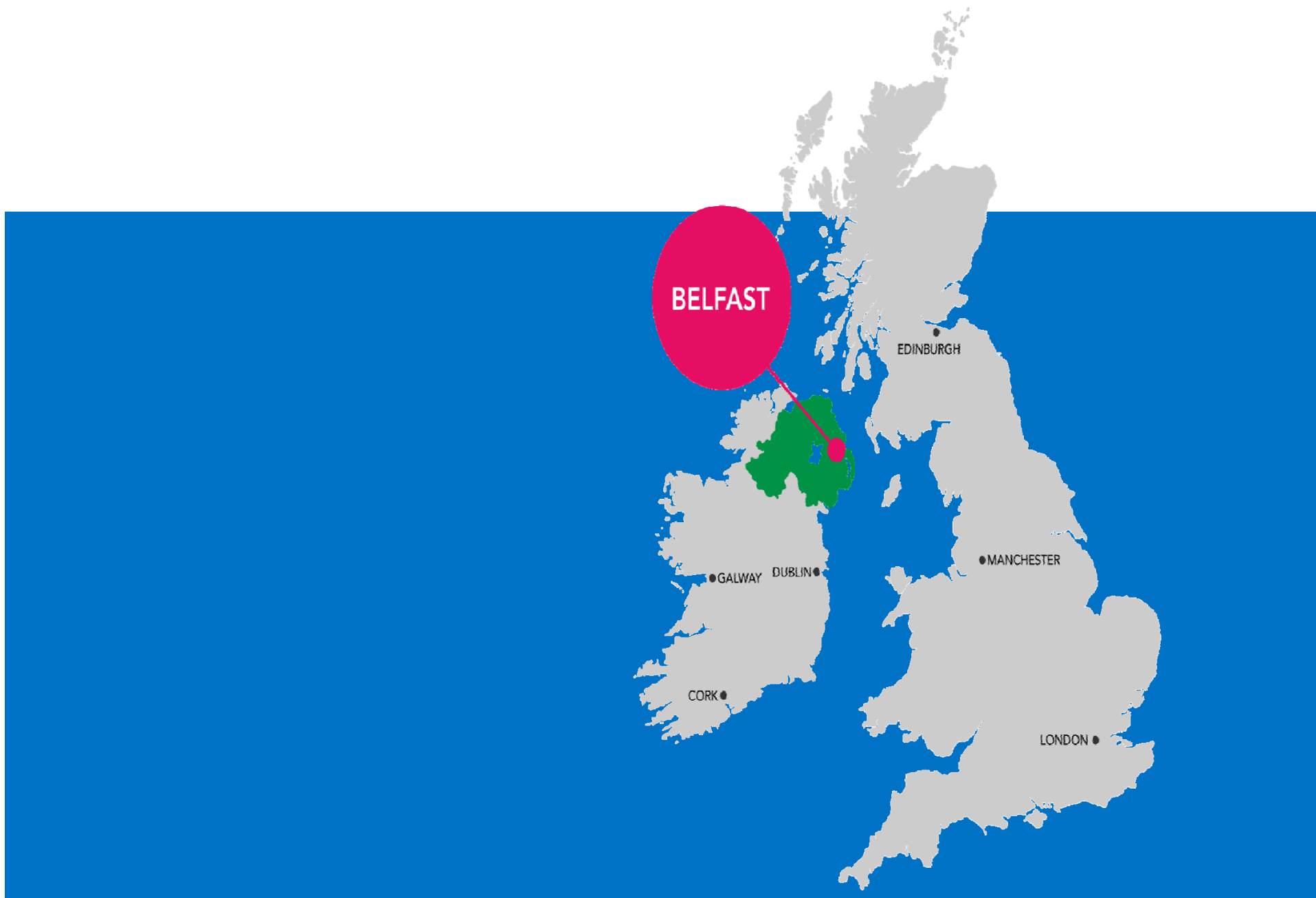
Assessing self efficacy in pre-registration midwifery students following practical obstetric multi-professional training (PROMPT)

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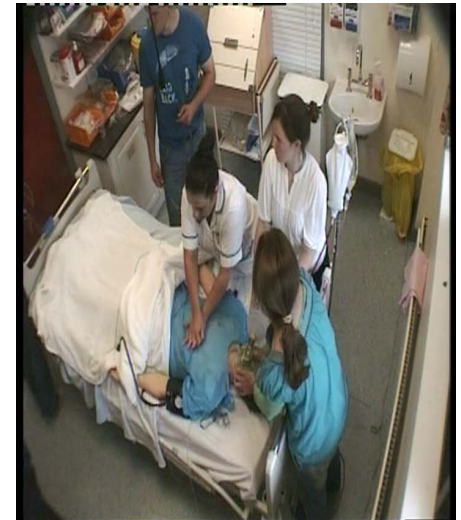
Presented By Mary O'Prey





Rationale for introducing an emergency obstetric training strategy within the University

- Findings from UK Confidential Enquiry into Maternal Mortality Reports
- Challenge to produce midwives who are fit for practice at the point of registration
- **Enhancement of student experience**
- **Enhancement of student confidence**



What is PROMPT?



- **Practical**
- **Obstetric**
- **Multi-Professional**
- **Training**

Fundamental focus on the importance of team working and communication!



Simulated Obstetric Emergencies

- Postpartum haemorrhage
- Maternal collapse
- Eclampsia
- Cord prolapse
- Shoulder Dystocia
- Breech Presentation



Sample Programme

Time	Programme Group A	Programme Group B
09:00	Introduction / team building exercise / ward report / orientation	
09:45	Cord prolapse / neonatal resuscitation	Shoulder dystocia workshop
10:30	Coffee	
11:00	Shoulder dystocia workshop	Cord prolapse / neonatal resuscitation
12:00	Lunch	
13:00	Sepsis / anaphylaxis / maternal collapse	Breech workshop
13:45	Breech workshop	Sepsis / anaphylaxis / maternal collapse
14:30	Postpartum haemorrhage	Eclampsia / neonatal resuscitation
15:15	Coffee	
15:30	Eclampsia / neonatal resuscitation	Postpartum haemorrhage
16:15-16:45	Conclusion and evaluation Presentation of certificates	

Roles undertaken by students



- 1st year students – role of mother, partner or observer
- 2nd year students – role of junior midwife or observer
- 3rd year students – role of senior midwife

Proposed benefits of introducing simulated emergency training

- Safe environment
- Bridge the theory practice gap
- Develop critical decision making skills
- Increase confidence

Aim of Study

- To determine whether utilising simulated learning, such as the PROMPT package, would enhance final year pre registration student midwife levels of self efficacy and confidence in emergency obstetric situations.

Methodology



- Validated questionnaire
- Focus groups
- Purposive sample



- Analysis
 - Descriptive statistics
 - Thematic content

Results of Questionnaire Data

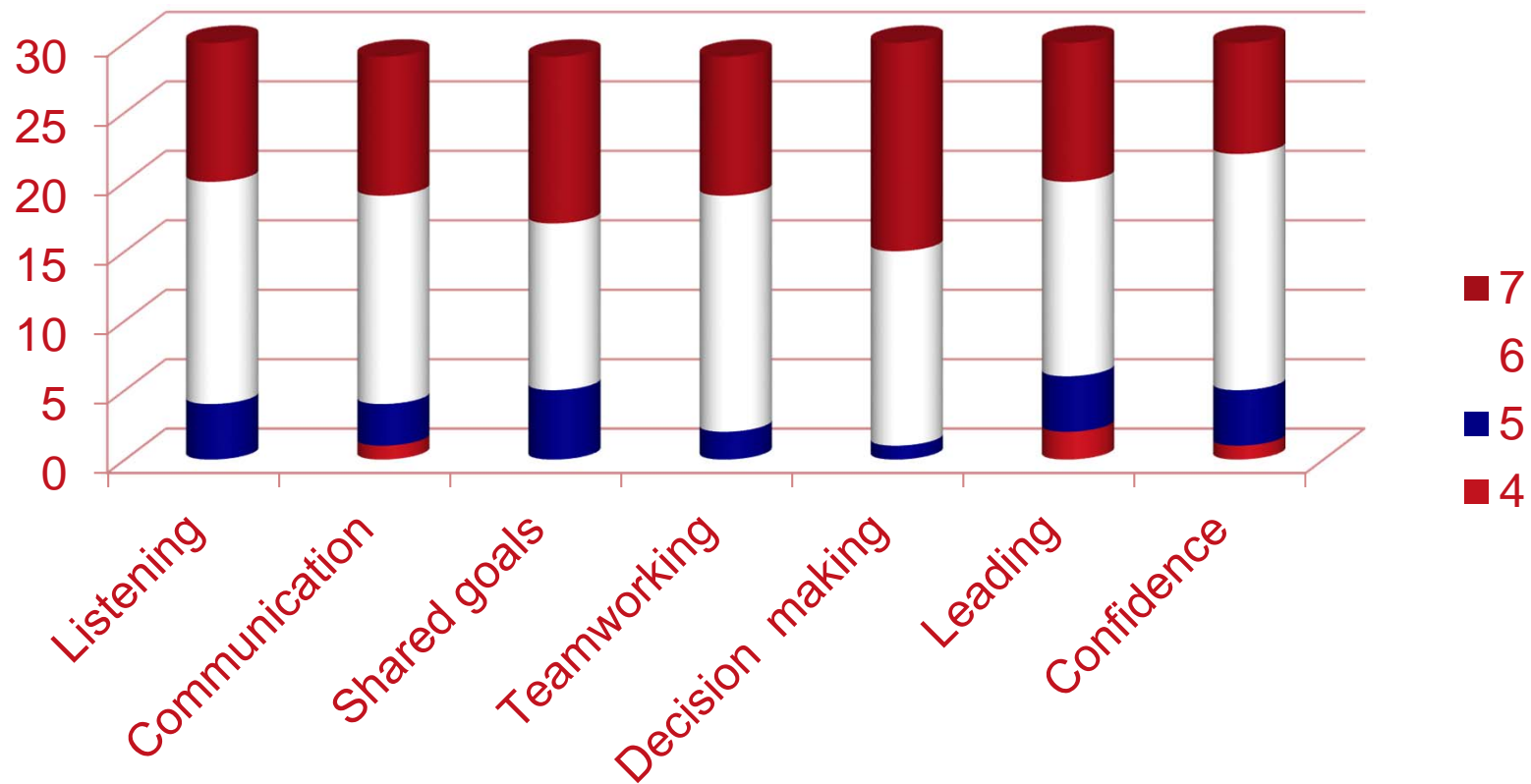
- Demographics
 - All female
 - 94% correspondents aged 18-40
 - 47% had some previous experience of PROMPT in clinical practice

Questionnaire

- Each question had a response scale numbered from 1 to 7, where 1 = Not at all or none, and 7 = Very much or Very often
- For example:
- How much has the training day encouraged you to utilise decision making skills?

Not at all 1 2 3 4 5 6 7 Very much

Results of Questionnaire Data

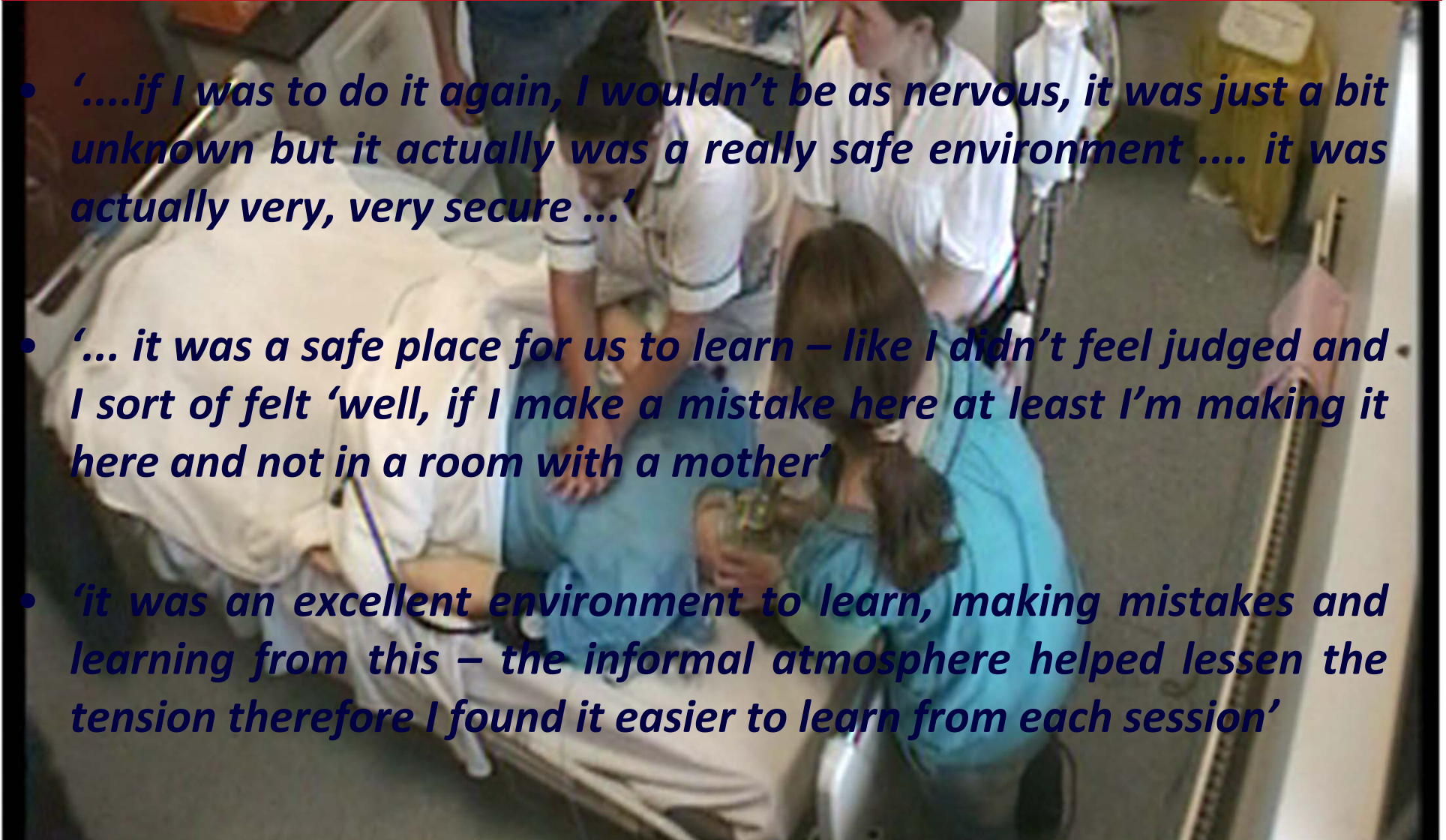


Themes emerging from Focus Groups



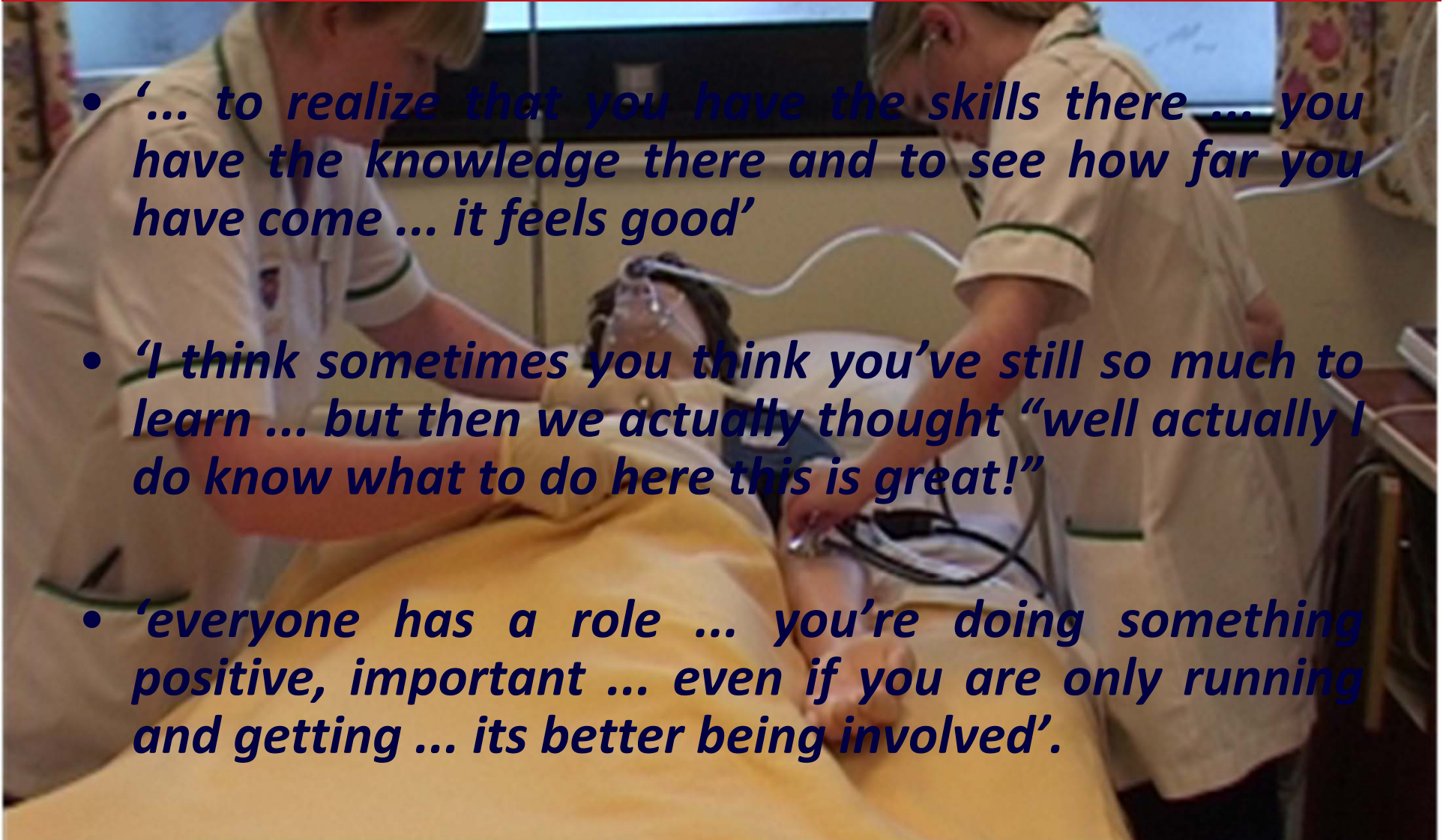
Safe environment

- *‘....if I was to do it again, I wouldn’t be as nervous, it was just a bit unknown but it actually was a really safe environment it was actually very, very secure ...’*
- *‘... it was a safe place for us to learn – like I didn’t feel judged and I sort of felt ‘well, if I make a mistake here at least I’m making it here and not in a room with a mother’*
- *‘it was an excellent environment to learn, making mistakes and learning from this – the informal atmosphere helped lessen the tension therefore I found it easier to learn from each session’*



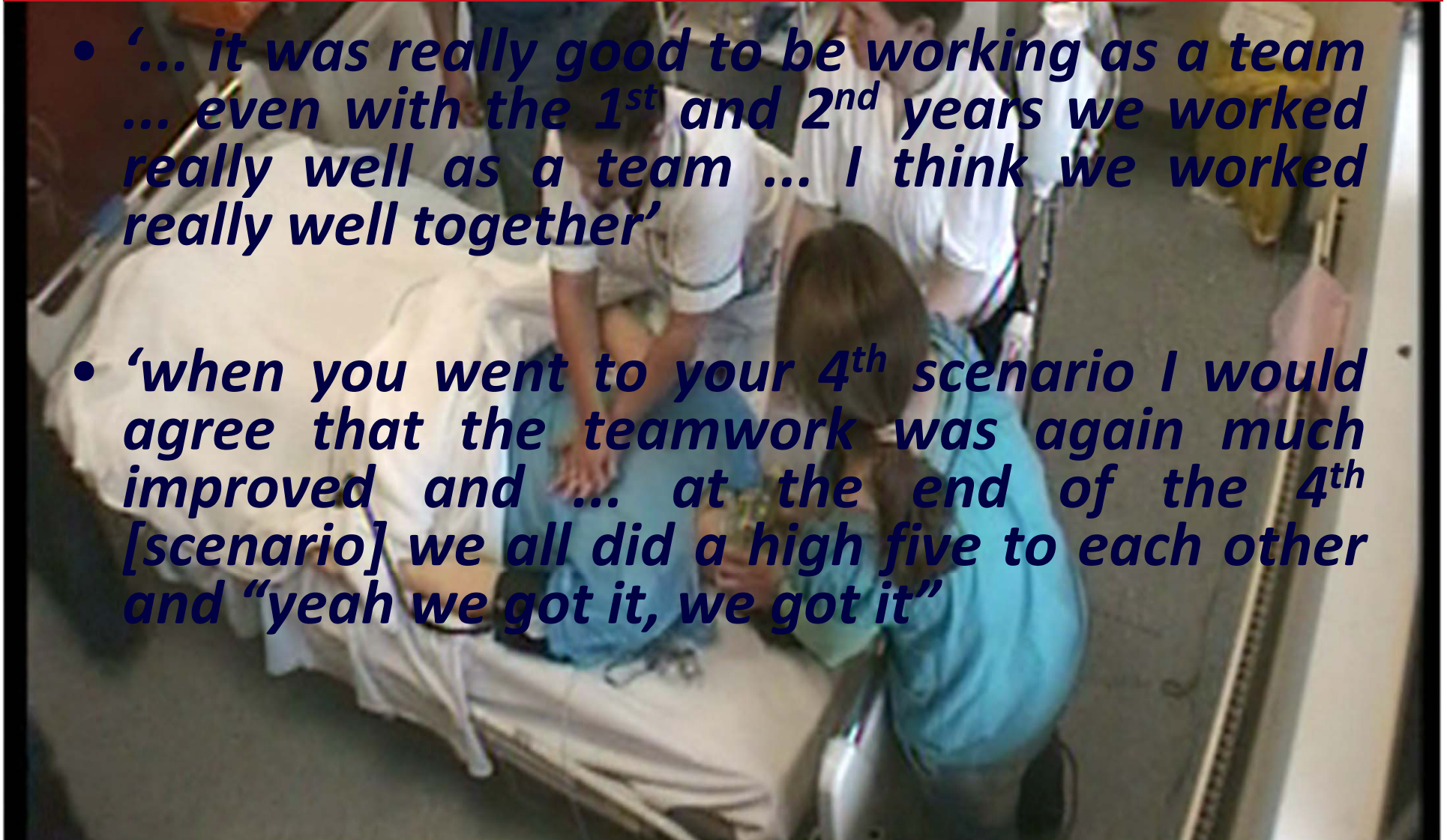
Self awareness

- *‘... to realize that you have the skills there ... you have the knowledge there and to see how far you have come ... it feels good’*
- *‘I think sometimes you think you’ve still so much to learn ... but then we actually thought “well actually I do know what to do here this is great!”*
- *‘everyone has a role ... you’re doing something positive, important ... even if you are only running and getting ... its better being involved’.*



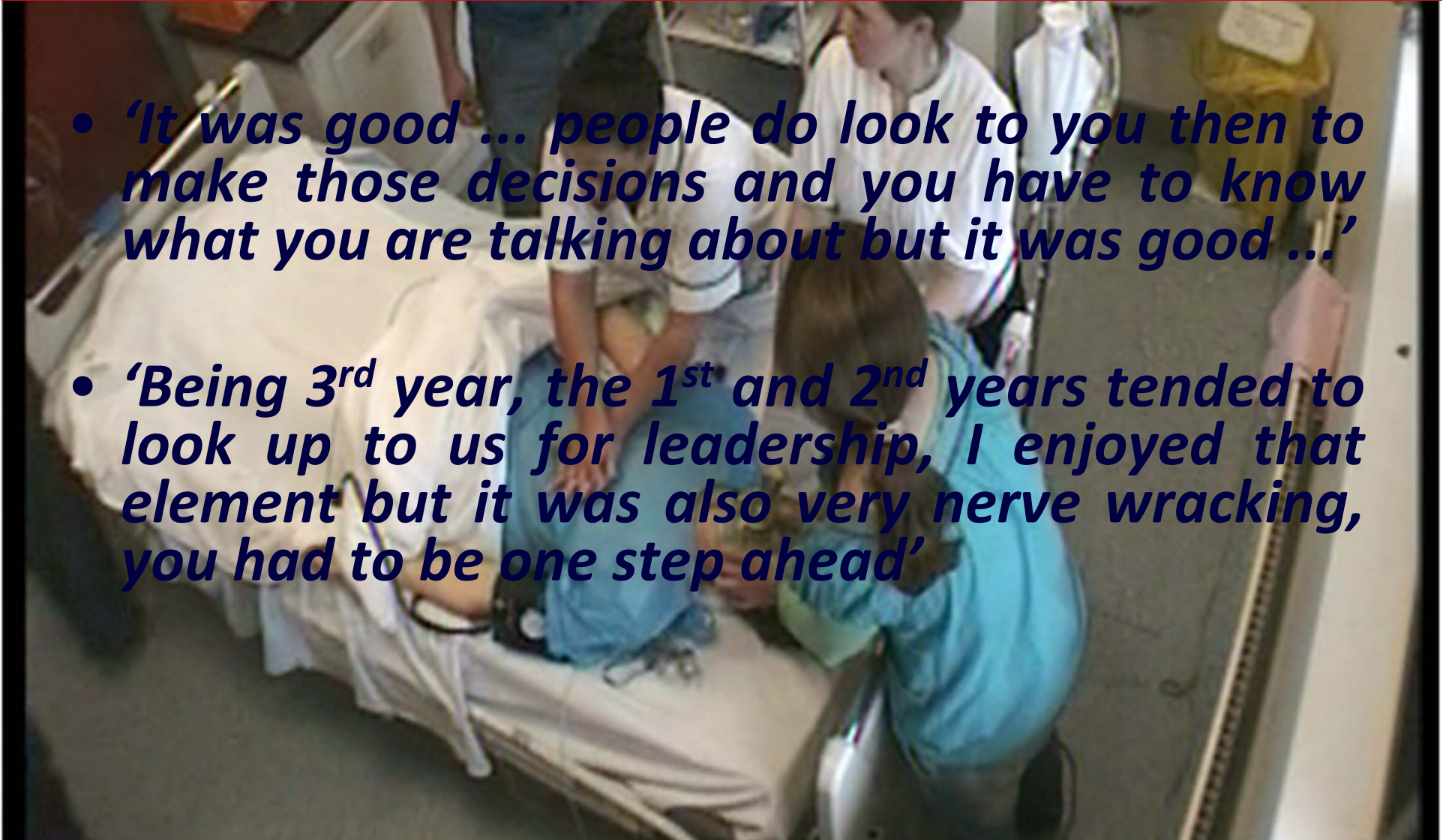
Team working and responsibility

- *‘... it was really good to be working as a team ... even with the 1st and 2nd years we worked really well as a team ... I think we worked really well together’*
- *‘when you went to your 4th scenario I would agree that the teamwork was again much improved and ... at the end of the 4th [scenario] we all did a high five to each other and “yeah we got it, we got it”*



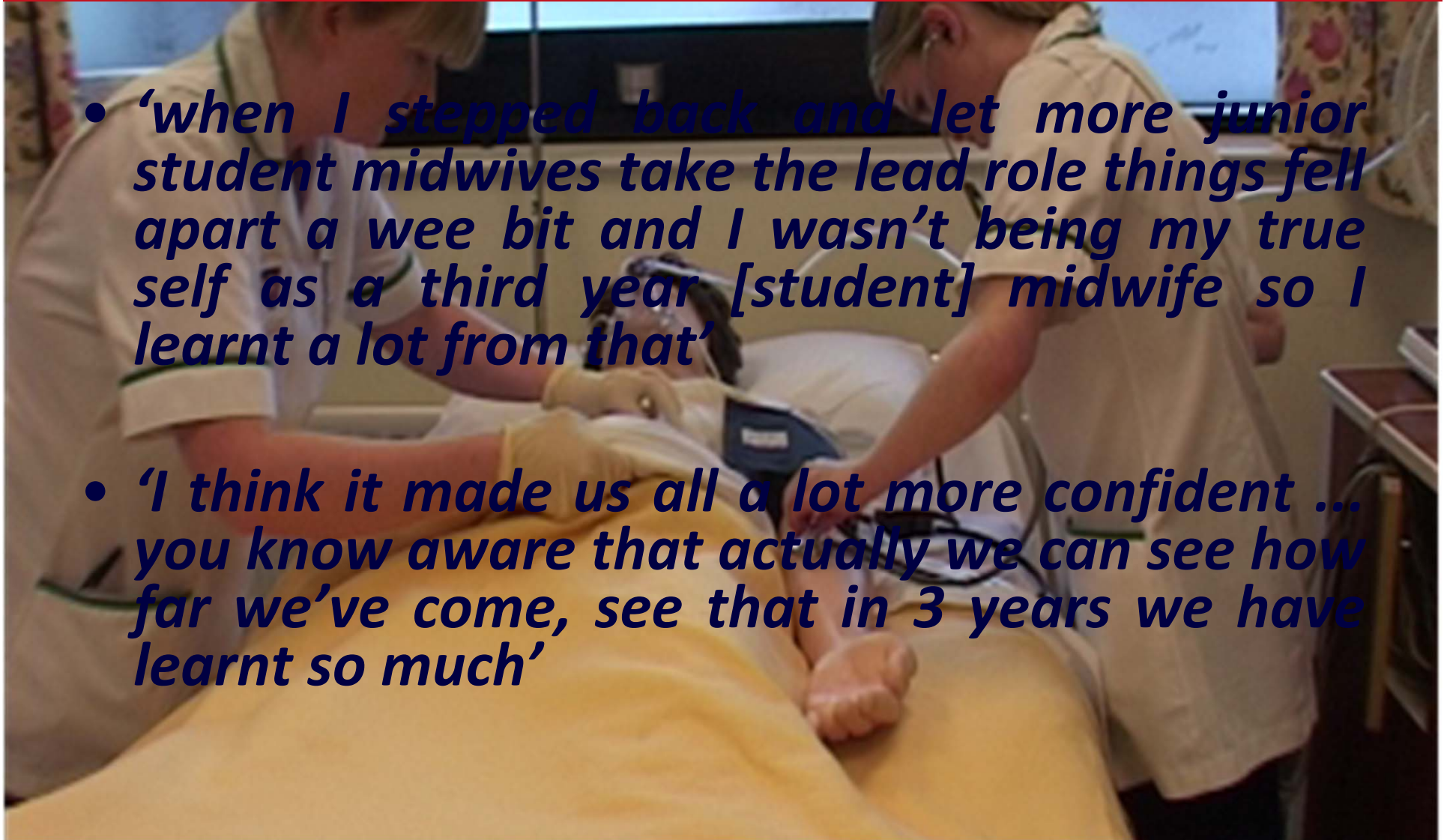
Team working and responsibility

- *'It was good ... people do look to you then to make those decisions and you have to know what you are talking about but it was good ...'*
- *'Being 3rd year, the 1st and 2nd years tended to look up to us for leadership, I enjoyed that element but it was also very nerve wracking, you had to be one step ahead'*



Reflection and feedback

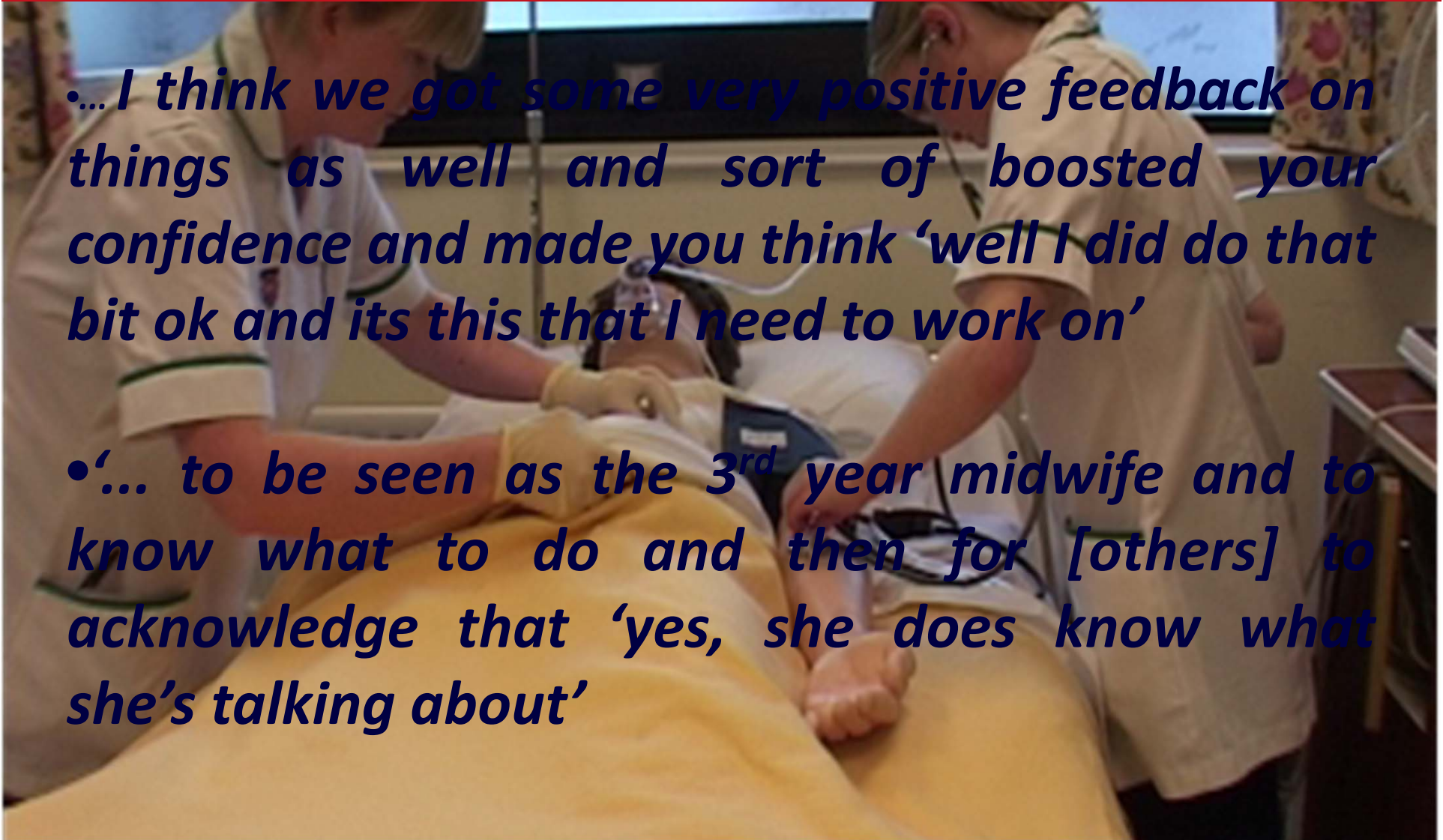
- *‘when I stepped back and let more junior student midwives take the lead role things fell apart a wee bit and I wasn’t being my true self as a third year [student] midwife so I learnt a lot from that’*
- *‘I think it made us all a lot more confident ... you know aware that actually we can see how far we’ve come, see that in 3 years we have learnt so much’*



Reflection and feedback

...I think we got some very positive feedback on things as well and sort of boosted your confidence and made you think 'well I did do that bit ok and its this that I need to work on'

•'... to be seen as the 3rd year midwife and to know what to do and then for [others] to acknowledge that 'yes, she does know what she's talking about'



Summary of Main Findings

- Importance of safe learning environment
- Reinforcement of knowledge awareness
- Importance of feedback
- This education approach appears to increase feelings of self efficacy among students
- Repeated simulation training appears to reduce anxiety regarding clinical decision making in clinical practice

Conclusion

- Positive impact on self efficacy
- Inclusion within the curriculum is beneficial for students and ultimately for women
- Limitations of the study

QUB Students



Any questions?



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